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FUNCTIONS OF THE
ELEMENTARY SCHOOL COUNSELOR

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Functions of the elementary school counselor" submitted by Carl Hervey Blumer in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

Guidance for all children is a necessary component of the total educational program in the elementary school. The elementary school counselor, through a systematically organized program of guidance functions, can provide many of the necessary pupil personnel services to children today.

The elementary school counselor is now placing more emphasis on the developmental needs of all children. Writers suggest that the counselor might be more effective as a consultant to educators and do less diagnostic crisis-counseling (Faust, 1968; Dinkmeyer, 1968; and Hill, 1967). The most important roles for the new developmentalist counselor concern counseling, coordinating and consulting functions.

A developmentalist trend should be expressed by Alberta elementary school educators in the ways in which those who have had contact with counselors perceive counselor functions. It was hypothesized that the variables of exposure and role would account for these differences in perception. The sample comprised 160 teachers and principals from this province each of whom used a Q-sort of thirty counselor functions to rank their importance. An equal number of teachers (80) and principals (80), half of whom had had experience working with a counselor and half who had not, participated in the study. These four groups' opinions were examined to see if a difference was indeed apparent as they ranked the functions.

Results indicate that counselors should perform a number of functions which help teachers and principals facilitate the child's

learning. The elementary counselor is typically seen by educators to be a counselor of children with learning, physical, social and emotional problems. In a consulting role, the counselor is expected to select pupils who need special help and to act as a guidance consultant to all staff members on pupils' problems.

Further results show that teachers and principals are in complete agreement as to the three least important functions that the elementary counselor might perform. In this ranking they did not follow the developmentalist position. Instead, suggesting areas for curriculum improvement was ranked in the lowest ten percent of all the functions. The subjects also felt that routine interviews were unimportant and indicated that the elementary counselor should not teach part time. It appears the elementary counselor has had little effect upon educators' perceptions of which counselor functions are most important and which are not. Hence, the developmentalist role suggested in the literature was not reflected in the way teachers and administrators ranked counselor functions.

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TABLE OF CONTENTS

CHAPTER		PAGE
I	THE STUDY	1
	Introduction	1
	Purpose and significance	2
	Definition of terms	4
	Limitations	6
	Hypotheses	7
II	REVIEW OF THE LITERATURE RELATED TO ELEMENTARY COUNSELOR FUNCTIONS	8
	The elementary school counselor	8
	The developmentalist role	11
	Counselor trends	13
	Counseling functions	17
	Coordinating functions	18
	Consulting functions	20
III	DESIGN AND PROCEDURE	23
	The model	23
	Population and sample	23
	Procedure	24
	Treatment of data	25
V	FINDINGS	26
	Hypothesis I	26
	Hypothesis II	35
	Hypothesis III	37

TABLE OF CONTENTS (continued)

CHAPTER	PAGE
Hypothesis IV	37
Tables and discussion	39
V. SUMMARY, CONCLUSIONS AND IMPLICATIONS	50
Summary and conclusions	50
Implications	51
BIBLIOGRAPHY	53
APPENDICES	57
APPENDIX A Counselor functions	58
APPENDIX B Directions for Q-sort	59
APPENDIX C Means	60
APPENDIX D Standard deviations	61
APPENDIX E Frequency tables	62

LIST OF TABLES

TABLE		PAGE
I.	RANKINGS OF MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS BY THE FOUR GROUPS - - ADMINISTRATOR NON-CONTACT, ADMINISTRATOR CONTACT, TEACHER NON-CONTACT, TEACHER CONTACT	27
II.	CORRELATION BETWEEN MEANS	30
III.	THE TEN MOST AND LEAST IMPORTANT RANKINGS OF MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS BY CONTACT ADMINI- STRATORS AND TEACHERS	30
IV.	THE TEN MOST AND LEAST IMPORTANT RANKINGS OF MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS BY CONTACT AND NON- CONTACT TEACHERS	36
V.	THE TEN MOST AND LEAST IMPORTANT RANKINGS OF MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS BY CONTACT AND NON- CONTACT ADMINISTRATORS	38
VI.	SUMMARY OF ANALYSES OF VARIANCE	41
VII.	THIRTY FUNCTIONS GROUPED AND PROBABILITY TABLE FOR EACH FUNCTION (FROM TABLE VI, SUMMARY OF ANALYSES OF VARIANCE)	44

LIST OF TABLES (continued)

TABLE		PAGE
VIII.	THE FIVE MOST IMPORTANT DUTIES FOR THE ELEMENTARY COUNSELOR TO PERFORM AS RATED BY SEVEN GROUPS (REFER TO TABLE I AND APPENDIX A)	47
IX.	TOTAL FREQUENCIES FOR HIGHEST TEN PERCENT OF COUNSELOR FUNCTIONS	48

CHAPTER I

A. INTRODUCTION

This study examines educators' rankings of the importance of elementary counselor functions and indicates whether these differ according to role and experience. The major emphasis is an examination of educators' perceptions of the relative urgency with which functions are performed; these may differ depending upon whether or not educators have had experience in working with an elementary school counselor.

Faust (1968) describes the emerging developmentalist counselor role with its "preventive, cooperative, team-approach" using consultation and coordination along with counseling to facilitate "the healthy, developing, dynamic organism's effective behavior". This approach is in contrast to child-crisis counseling where the counselor deals more with diagnosing problems than with preventing them. Thus, it may mean that the developmentalist counselor might use his time more effectively in a teaching-consulting relationship with teachers and principals who in turn assist a greater number of children by improving the learning climate. Here the objective of the counselor is to facilitate the optimum development of all pupils.

It has been shown that administrators and teachers view certain functions of the counselor differently (McDougall, Reitan, 1963; Hart, 1961). However, these studies refer to counselors generally. In the present study attention is directed toward administrators' and teachers' views of the functions of elementary school counselors. The

need for clarification of counselor functions in elementary schools seems essential in the preparation of personnel who work as elementary school counselors in today's schools.

B. PURPOSE AND SIGNIFICANCE

Elementary counseling appears to be an American trend indicated in the recent literature and research. Everyone asks what the elementary counselor does to facilitate the education of the child. At the 1967 American Personnel and Guidance Convention in Dallas, Texas, interest and enthusiasm in this area was apparent. During the convention such noted writers in counseling theory and practice as C. Rogers, M. Ohlsen and D. Dinkmeyer focused attention on the new guidance specialist. Many sessions dealt with the developmental role of the counselor who works cooperatively with teachers in a team approach, using the consulting, coordinating, counseling functions in a more preventive manner than had been the case previously. They state that "there is a clear need for better organization of services, specifically trained personnel, and a more clearly outlined function for counseling services in the elementary school".

Each elementary school specialist will need to establish his program basis as clearly and definitively as possible, and to define operationally his role and function. This will be necessary if he is to be understood, for being understood is complementary to developing responsible and professional relationships (Munson, 1966, p. 3).

From the claims made by writers in the field of counseling it is evident that interpersonal relations skills are an essential attribute of the emerging elementary school counselor, particularly as they relate

to their numerous functions of a counseling, coordinating and consulting nature.

If there is a developmentalist trend perceived by Alberta educators in elementary school counseling today then this trend should be shown particularly in educators who have had contact or experience working with a counselor. Bruner et al. (1951) states that ". . . certain factors of past experience may play a determinative part in perceptual organization". It is suggested here that educators' past experience should change their perceptions of the importance of certain counselor functions. Here rests the principal question in this study.

In dealing with these questions, principals and teachers examined the effects of exposure and role on their ranking of counselor functions. These functions were chosen from Hart (1961), "An Analysis of the Position of the Elementary School Guidance Counselor". Hart's study surveyed the opinions of authorities and elementary school teachers. Differences in opinion do not appear to be as great as Hart suggests in his interpretation. The functions ranked in the top four by teachers and authorities include, (1) Interpreting pupil data to staff members, (2) Holding conferences with parents regarding pupil problems, (3) Counseling pupils with learning, physical, social and emotional problems, and (4) Interpreting pupil data to parents. Hart concludes that the counselor should ask the teacher which duties he may perform to be of assistance to the teacher rather than ask authorities what duties to perform. These functions may also be seen to reflect the present trend of the three main roles of counseling, consulting and coordination.

As this transition occurs,

Elementary counseling appears to be an isthmus between what has been and what is yet to be. A degree of uncertainty of direction appears to be present although the emphasis seemingly has shifted from a purely crisis orientation to a developmentalist aspect in the elementary guidance program (Anderson, 1968).

The current interest in elementary school guidance has not been matched by efforts to evaluate it. The intense interest in this new and rapidly expanding field can easily be observed and it is important that counselors are able to discover the functions ranked highest by educators with whom they are working.

Definition of Terms

Elementary school counselor refers to a person who is employed full or part time in an Alberta elementary school and who deals primarily with children in Grades I - VI and other educators who also work at this level.

Teacher refers to a person employed as a classroom teacher. In the present study this has been limited to persons who were employed as teachers in Alberta elementary schools during the school year 1967-68.

Administrator refers to a person who was employed as a principal or assistant principal in an Alberta school during the school year 1967-68.

Contact refers to the subject having been employed in an Alberta elementary school which had, during the 1967-68 school term, the services of an elementary school counselor. The subject had been exposed to and had the opportunity to contact the elementary counselor.

Non-contact refers to the subject having been employed in an Alberta elementary school which never had the services of an elementary school counselor. The subject had never been exposed to nor had the opportunity to contact the elementary counselor.

Counseling refers to one of several counselor functions. "It is a function, a personal relationship, and a process in which a professionally trained counselor assists another person or small group to communicate and to meet immediate and future personal needs" (Dinkmeyer, 1968, p. 221).

Coordinating refers to a cooperative, team approach of the school staff with other pupil personnel workers to facilitate optimum development of all children.

Through emphasis on the broad coordinative function, the dynamic elementary counselor will ensure that the guidance program fulfills the crucial responsibilities given to it, i.e., facilitation of optimum development of all youth (Leonard, 1967, p. 89).

Consulting refers to a function of the counselor's primary role, as seen by the school principal, according to Smith and Eckerson (1966).

It is a blend of psychological and educational viewpoints and implies a sharing of information in a learning situation with both the consultant and the consultee working out plans for implementation (Dinkmeyer, 1968).

Q-sort refers to a card sort device consisting of a group of cards on each of which a different statement has been typed. These statements are ranked from most to least important using a forced normal distribution, as the subject perceives their importance. This then represents the degree of application of the statements to a particular frame of reference held by the person ranking them.

Importance refers to an educator's perceptions of the relative urgency with which the function is performed. It is assumed that the urgency will be reflected in the order subjects rank functions of the Q-sort, i.e., the importance of Function 1 (Acting as guidance consultant to all staff members on pupils' problems) or Function 17 (Interpreting pupil data to staff members).

Limitations of the Study

1. The sample is not random and was chosen on the basis of availability during the summer to August 30, 1968. One hundred sixty educators were contacted personally and all expressed a willingness to participate in the study.
2. The results of the study will be restricted by the forced-choice nature of the Q-technique. By forcing of card placements, some subjects might not have been able to characterize the counselor's role or function in the precise way in which they would have liked. This factor may be influential in the nature of the findings and will be considered in the interpretations.
3. Since no interpretations of the meaning of statements appearing on the Q-sort was given the subjects, the individual variations in item interpretations should be regarded as a limiting factor in this study.
4. All conclusions drawn regarding counselor functions are in terms of responsibilities appearing on the cards of the Q-sort. These conclusions apply to the broader perspective of counseling and guidance only to the extent that the sample of responsibilities is representative of this broader experience.

Hypotheses

Using these two variables of 'exposure' and 'role' in a 2 x 2 dimensional model with equal N's, it is hypothesized that the following will be found:

1. Teachers and administrators, who have been exposed to an elementary school counselor, will rank functions which fall into the categories counseling, coordinating, and consulting.
2. Contact teachers and non-contact teachers will rank counselor functions differently.
3. Contact administrators and non-contact administrators will rank counselor functions differently.
4. Contact teachers and contact administrators are more alike in their ranking of counselor functions than are non-contact administrators.

CHAPTER II

REVIEW OF THE LITERATURE RELATED TO

ELEMENTARY COUNSELOR FUNCTIONS

THE ELEMENTARY SCHOOL COUNSELOR

Viewing the wide range of various counselor functions it becomes apparent that there is a need for clarification as to the relative importance of counselor functions. This need for further research into counselor functions has been seen by counselor educators and elementary school counselors (Hart, 1961; Christmas, 1968). Roeber (1963) states that:

Wide variations in counselor duties and functions are found in the elementary and secondary schools today. These variations exist in part because of the amount and type of professional preparation for the position, and also because of job expectations held for counselors by school administration and staff . . . A deep responsibility lies with the profession and with school counselors themselves to clarify the perceptions of professional functions and services for which counselors properly qualify.

In order to be effective, it is essential that counselors know how various functions are perceived by those teachers and administrators with whom they work. Roeber's challenge to clarify roles, responsibilities and relationships has been dealt with by Christmas (1968). She used a sixty-three item role and function questionnaire entitled "Whose Job Is It?". The need for further research has been followed in the present study using a Q-sort type of opinionnaire where the various counselor functions are rated by teachers and principals as to their perceptions of relative importance that a job be performed. Here functions are ranked by educators and a value is

placed on each task which provides role expectations for the counselor to follow in working in the elementary school.

Hill and Nitzchke (1961) list nine specific counselor duties and suggest these are emerging from guidance program development, from theoretical considerations, and from proper adaptations of our long experience in secondary school guidance.

1. To provide a service to each child through counseling. His goal will be to assist each pupil to understand himself in the context within which he lives, his home, his school, his community.
2. To provide assistance to teachers through help in development of instructional content and method that contribute to the needs of children.
3. To provide assistance to children through the conduct of small group sessions involving children with special common needs or problems.
4. To provide help to teachers in achievement of understanding of children. His knowledge of child study and of child development will supplement that of the teacher so that the teacher may make the fullest use of the dynamics of the elementary age group.
5. To serve as resources to parents in assisting them to provide home environments that will contribute to the development of their children.
6. To serve as a referral agent himself, so that the most effective use may be made of psychological, health, social service, and other special services.
7. To serve as an aid to other staff members in effecting proper referrals of children needing assistance from other agencies.
8. To serve as a resource person with the principal in the organization of a guidance program that is continuous throughout the school system and is properly integrated with other school systems. This includes a record system, testing programs, and appropriate guidance activities at all grade levels.
9. To serve as a resource person in the planning and conduct of such in-service and school-planning activities as are needed to keep the total school program, and the guidance program in particular, in a constant state of improvement.

These duties also fit the broader concept of counseling, coordinating and consulting roles of the elementary counselor.

It is of interest to note how a sample of elementary school counselors responded to Wrenn's (1962) alternative functions. He asked them whether they saw their work tending toward "the more clinical emphasis on psychological diagnosis and assistance for exceptional and atypical children" or toward "serving as coordinator of many counseling facilities in the school and community". The latter alternative was chosen by nearly half; about a third chose both alternatives, and the rest chose the first alternative. The trend among elementary counselors would seem to be toward the counselor spending more time in a coordinative role than working with individual children. Wrenn did not consider a third possibility, that counseling need not be limited to the "exceptional and atypical" child in elementary schools. Emphasis is placed on working with all children in the developmentalist role of consulting, coordinating, and counseling (Hill, 1965).

There is much to be learned from further research into how educators' perceptions of counselor functions differ with exposure and with role. Once a subject has had contact or experience with something this will generally tend to alter the subject's perception of other tasks the subject encounters (Atkinson and McClelland, 1948; Bruner, 1951). It seems reasonable that teachers and administrators who have had contact with counselors would perceive counselor functions differently than those who have not.

THE DEVELOPMENTALIST ROLE

According to Faust (1968, p. 2) the "traditionalist" in elementary school counselor education is generally characterized by at least several of the following commitments: He is greatly influenced by his experience in secondary school guidance and it is difficult to move outside this orientation. He appears to have a tendency toward giving occupational information, achievement tests and holding school career days. The traditionalist counselor prefers the one-to-one counseling relationship and tends to shy away from group counseling or work with teachers as a consultant. In working with individuals he tends to focus on children with problems where pressure is put on the counselor to correct the "problem". This gives a crisis orientation to the counselor. He is a diagnostician and uses the school psychologist's individual test instruments, hence he becomes a tester of children. The identity of the traditionalist might also resemble that of the school social worker. The traditionalist roles have been clearly defined and this counselor does not find it difficult to remain within this role structure as the developmentalist counselor or a counselor who is in transition might do.

These functions are in sharp contrast to the developmentalist role of the emerging elementary school counselor as portrayed by Faust, Dinkmeyer, Anderson and others. This role may be best introduced here as "oriented largely to the developing requirements of the learning organism - - the child". As the counselor uses consulting as a tool, the developmentalist assists teachers to view children more positively and in a broader frame of reference than does the traditional counselor.

All children must receive the benefit of improved learning climates rather than just the special or deviant child. It is important that occasional child-crisis counseling and testing will be practiced, yet consulting and developmental counseling with teachers should receive the major emphasis.

The developmentalist role makes it possible for the counselor to assist teachers to achieve better relationships with the children they teach. Smith and Eckerson see this consultation initiated by the teacher. Group counseling is becoming increasingly important to the emerging developmentalist rather than individual counseling (Ohlsen, 1966). The counselor's focus must be primarily on the classroom learning climate so he should not spend a great deal of time with parents. Faust sees the counselor's role as dynamic and changing: "The developmental counselor is not preoccupied with being a counselor. Rather his major focus is on children, on the child in the educative process"(Faust, 1968, p. 6). Here the counselor must work as a front-line defenceman along with educators so that all children may achieve their potential as happy, healthy, productive individuals. This approach may be more effective and efficient in terms of counselor output and the benefit is likely to be more widespread among children.

His developmental approach permits him to be aware of more facets of his role potential, therefore he does not narrowly and rigidly close out any substantial area of focus and function (Faust, 1968).

Counselor Trends

It seems in order to state those functions emphasized by the writers as corresponding to the emerging developmentalist counselor. Recent literature places considerable emphasis on consulting with teachers; in-service training for teachers; teacher developmental counseling; and teacher-crisis counseling. Here the counselor limits vocational counseling to coordinating the elementary teacher and the secondary school counselor as they introduce pupils to career study. Very little emphasis is placed on the psychologist's roles and functions of testing, measurement and diagnosing problems; and similarly the social worker's function with family consultation. The developmentalist places little emphasis on educational program planning, testing programs, and principal or parent counseling (Faust, 1968).

It is evident that several factors will determine a school's counselor functions: (1) attitude and philosophy of the administrative staff; (2) extent and availability of community resources; (3) type of neighborhood and home environment in which the school is located; and (4) qualifications of guidance personnel (Smith and Eckerson, 1966).

The functions of the developmentalist counselor as seen here are quite contrary to the views of other writers. McCreary, Miller(1966)have written of the necessity of counselor appraisal and diagnosis as seen by principals in the elementary school. The counselor should be knowledgeable about group tests and serve as a resource person in administering them. Other writers feel strongly that counselors should

assist in pupil placement; curriculum consultation and in-service training of teachers. There is general agreement that the functions which do not belong to the elementary counselor are matters of discipline, teaching, playground supervision and remediation (Dinkmeyer, 1968).

The roles of counseling, coordinating and consulting are the emerging themes of the developmentalist approach. The functions selected for the present study from Hart (1961) may also be divided into these three role concepts. Faust (1968) sees the new elementary school counselor functions in the above way as well, but with more emphasis on the consulting and coordinating of services.

Dinkmeyer (1968) and Hill (1965) list several developmental goals to which guidance services should be directed. These include:

1. Pupil appraisal. Early identification of abilities, assets, talents, and liabilities, including both testing and non-testing methods.
2. Consulting. Help given to teachers in facilitating the learning of the child; and help for parents in understanding their children - - includes sharing school information with them.
3. Counseling. This includes both remedial and developmental counseling with individuals and groups.
4. Classroom guidance program. Includes identification of guidance needs and establishment of plans to serve these needs.
5. Group guidance and information services. Provision of materials for effective group guidance.
6. Administration, research and evaluation. Involves coordination of all aspects of the program.

These goals would tend to include the consulting, coordinating, counseling functions of the new developmentalist approach seemingly inherent in the emerging elementary school counselor functions.

To provide a further framework for assigning functions for elementary school counselors, Hill (1967) travelled across the United States visiting elementary schools which were having or were establishing guidance programs. He found most commonly the elementary school guidance worker is called a "school counselor". He provides services which follow a consulting, coordinating, counseling pattern. "There is variety in the role and function of the worker but in many cases this variety represents 'sensible' adaptation to the needs of the particular school" (Hill, 1967). This seems to be the case in the Edmonton Public School system as the present writer views it.

The central function of elementary school counseling is to enhance and improve the learning environment of the school to the end that each pupil in the elementary school has an equal opportunity to learn to the best of his capacity. In working toward this goal the elementary school counselor relates to administrators, teachers, and other pupil personnel specialists, parents and pupils in providing assistance for learning. Thus, he may be seen in his coordination function. It can be seen that skill in interpersonal relations is essential to the elementary counselor, particularly as they relate to the functions of counseling, coordinating and consulting (Munson, 1966).

The views of teachers and administrators are seen to differ with regard to certain counselor functions. Testing by elementary counselors was studied by Hart (1961). The views of teachers in 38 schools ranked testing by the counselor 12.5 of 35 functions indicating that it wasn't too important. Although the counselor performs some testing duties (Dinkmeyer, 1968) he cannot function as a psychometrician and

still fulfill the objectives of elementary guidance. An administrator, DeVries (1964), strongly emphasized the importance of the counselor's role in diagnosing students and administering tests. McDougall and Reitan (1963) found 83% of principals surveyed felt that it was very important for the counselor to assist teachers in testing and appraisal techniques. Approximately 50% thought that interpreting student test data and planning the testing program were also very important functions. This agrees with McCreary and Miller's (1966) California study. Research and guidance program evaluation functions have become increasingly important to many counselor educators (Hill, 1966; Peters, 1965; Van Hoose et al., 1967). School principals tend to agree and stress research in pupil development as one of the most important frontiers today. In their study (McDougall and Reitan, 1963), 59% of the principals felt that conducting community guidance research was an important counselor function.

Christmas (1968) noted that teachers may see the emerging counselor as a threat to their traditional guidance role as shown by their reluctance to assign counseling functions to the counselor. Principals in some instances also see the teacher as the counselor and as a result tend to assign diagnostic, home and community functions rather than primarily counseling functions. This may also occur because the counselor is usually the resource person most available to the administrator.

Teachers of elementary schools are seen to be changing their attitudes about guidance. The subject is being widely and convincingly advocated in professional journals and by leaders in the field of counselor education. Smith and Eckerson (1962) say:

. . . If they (children) are to compete successfully, adjust comfortably to the demands made on them, and maintain their balance and equanimity under a bombardment of new pressures . . . they must be prepared now. It is the responsibility of the school to prepare them . . . He (the teacher) needs assistance in maintaining the physical and emotional health of all pupils to enable them to profit from instruction. Guidance consultants (counselors) can give the elementary school teacher the assistance he needs.

Recent interest in counselor functions appears to be an involvement with curriculum development and in-service training of teachers. Counselor responsibilities in these areas have undoubtedly come about with the increasing acceptance of developmental guidance philosophy (Faust, 1968). The rationale for performing these functions seems to be that teacher skills and curriculum content are major factors determining classroom learning climates. If the counselor is to work toward creating optimum learning environments for all children he will necessarily be involved in assisting teachers to better their skills. He will also serve as a member of the curriculum committee where he will advise members on children's developmental needs.

Counseling

Counseling is defined by Dinkmeyer (1968, p. 221):

Counseling refers to a function, a personal relationship, and a process in which a professionally trained counselor assists another person or small group to communicate and to meet immediate and future personal needs. This process facilitates growth through changes in perception, conviction, attitudes and behavior.

A fundamental goal is seen to be to stimulate a feeling in the counselee of more adequate personal adjustment and to increase his effectiveness in dealing with his environment. To meet this

goal Cottingham (1968, p. 67) suggests that the counselor should decide where his emphasis should be between assessment and treatment procedures and where he should focus relative to the pupil's affective and cognitive concerns. This question is also one which should concern the counselor's relationship to the classroom teacher.

Van Hoose et al. (1967) cite limitations for the counselor:

In counseling with normal children, major emphasis is placed upon the needs of pupils. Counseling at this level is neither remedial nor therapeutic. The elementary school counselor does not seek to bring about major structural changes in personality. For children who may need therapeutic assistance, service should come from a specialist other than the school counselor.

Group counseling is a major area of concern in today's elementary schools. Areas such as interpersonal relationships; attitudes; emotional conflicts; and peer or sibling rivalry may be dealt with effectively in small groups (Peters, et al., 1965).

The developmental approach to counseling is predicated upon the belief that individuals are capable of progressively developing self-understanding, self-appraisal, and self-direction. The elementary school counselor in helping the child to find ways to solve single problems may provide avenues to the solution of larger ones.

Coordination

Coordination of the school staff with other pupil personnel specialists is seen to be an important elementary school counselor function. This counselor is best suited for the coordinator-leadership role within the school and with community agencies as seen by Wrenn (1964), Hill (1966), Van Hoose, et al. (1967). The counselor makes referrals to community agencies and coordinates the use of community services, thus facilitating the optimum development of all children.

The elementary counselor in a coordinating role will be supporting, stimulating, consulting, initiating, helping and facilitating rather than authoritative or administrative. Van Hoose et al. (1967) see this counselor role as one working with administrators to provide optimum conditions within the school for the constructive progress of the program, in a cooperative relationship, which is essential. In working with teachers he might assist teachers to ensure a mentally healthy classroom environment. Van Hoose et al. see the counselor as working with students individually, in groups and larger assemblies, and in working both personally and through others. The counselor must coordinate the efforts of other specialists and make information available to them. He will also follow up on their efforts after they have completed contacts with these pupils. Here the case conference is seen to be of value, and a key activity of the counselor in the coordinative role.

It is seen that the functioning of the program is dependent on both internal and external coordination. It calls for constant effort and involvement of every member of the school team, and requires the concentrated coordinated efforts of all concerned with the child.

Consulting

Consulting, according to Dinkmeyer (1968), "implies a sharing of information in a learning situation with both the consultant and the consultee arriving at hypothesis together and working out plans for their implementation".

In addition the word consulting is sometimes thought to convey a posture of "telling" or of playing the role of an expert who dispenses information. The counselor's consulting role is seen in this light. The counselor must assume the responsible image of an "expert" and not be viewed in a segmented way, in isolation from the more process-oriented functions which he performs (Faust, 1968, p. 22).

The elementary counselor consults with two major groups of educators - - parents and teachers, as cited by Van Hoose (1967, p. 241):

The basic goal of consultation is to bring into the life span of the child a level of consistency of expectation and to arrive at agreements that further the understandings among the guides in a child's life, namely, his parents and his teachers.

Working with parents appears an important role because of the nature of the dependency role of children of elementary school age. In working with teachers, the normal degree of ego involvement of the teacher with the students is understandable. In most elementary schools at present the child spends his day with one teacher because of the organization of self-contained classrooms.

A close liaison or team approach typifies the consulting role of the counselor. McKellar (1963) classifies those counselor functions related to teachers as:

- (a) conducting individual teacher conferences related to pupil needs and characteristics;
- (b) interpreting pupil data and test results; and
- (c) dealing with questions of student management and behavior change.

Parent related functions include:

- (a) liaison between home and school;
- (b) direct contact at request of teacher or principal;
- (c) arranging referrals to out of school agencies;
- (d) helping them in areas of child understandings and management; and
- (e) interpreting pupil data (McKellar, 1963).

In all consultation some basic tenets should be present.

- (1) The purpose of the consultation should be clarified.
- (2) Understanding of individual roles and perceptions is a major goal.
- (3) Consultation should be a learning experience for all persons involved.
- (4) Consultation is a collaborative effort at problem solving or prevention (Van Hoose et al., 1967, p. 61-62).

Parent consultations at school and those carried out in the home are viewed somewhat differently by certain authors. A need for parent conferences or consultations at school is seen by Dinkmeyer, 1968, and Hill, 1966. Others oppose home visits (Peters, et al., 1965). Still some feel strongly that home visits should constitute a major portion of the counselor's time (Kowitz and Kowitz, 1964). Smith and Eckerson (1966) would also support increased work with parents; they found in a stratified sample of over 5000 elementary school principals the majority saw consultation as the most important function. Consultation with teachers, parents and other service personnel is of major importance as seen by these authors.

In reviewing the literature relevant to the emerging developmentalist counselor we see a wide range of functions which the elementary school counselor might perform. It seems important in counselor training programs that the counselor learn how educators perceive these functions. The educator contact or exposure to the counselor is likely to have an effect on how functions are ranked (Bruner, 1951). With the focus on counseling, coordinating and consulting by the elementary counselor it is possible that such a trend will be apparent in the present sample of Alberta educators.

CHAPTER III

DESIGN AND PROCEDURE

The Model

The two variables of exposure and role for teachers and administrators will be examined utilizing the following paradigm. "Role" includes eighty (80) teachers and eighty (80) principals who were employed as such in Alberta elementary schools during the 1967-68 school year. The variable "exposure" refers to the subject's having been employed in an Alberta elementary school which had or did not have the service of an elementary school counselor during the past school year.

		Role	
Exposure		Teacher	Administrator
		40	40
Exposure		40	40
		Teacher	Administrator

Population and Sample

The sample was selected on the basis of availability and in general consisted of teachers and principals attending the University of Alberta Summer Session, Edmonton, 1968. In order to have equal numbers for each of the cells in the above model, an additional forty-seven educators were contacted personally up to August 30, 1968. All the subjects who took part indicated a willingness to participate in

the study. Each filled in a form entitled "Directions for Q-sort" immediately after making their decisions regarding elementary counselor functions (see Appendices A and B).

Procedure

One hundred sixty educators were handed a set of 30 Q-sort cards and a sheet of directions. On each 3" x 5" card was typed a counselor function which an elementary counselor might perform. These functions were numbered from 1 to 30 and were always reordered (from 1 to 30) before being presented to the next subject. Each person took as much time as he felt was necessary to group the cards into three piles of ten cards each. There was an attempt to have the subject respond to his first impression. Pile A were functions they perceived as being most important; Pile B of medium importance; and Pile C of least importance. Importance refers here to the subjects' perceptions of the significance of the function as expressed on the card. The numbers of these choices were then to be recorded in the appropriate cells on the direction sheet. The subject was asked to rank Piles A and C from most to least important and the numbers in this ranking were recorded in Rows I, II, IV, and V. The ten numbers from Pile B along with the remaining two numbers from A and C were to be recorded in Row III. The subjects then returned the Q-sort cards together with the completed sheet entitled "Directions for Q-sort" (see Appendix B).

The opinions were then weighted and tabulated on a data sheet in preparation for the IBM keypunch (see Appendix B). The ten choices

appearing in Pile A were given a weight of three; Pile B, two; and Pile C, a weight of one. Similarly the choices appearing in Row I received a weight of five; Row II, four; Row III, three; Row IV, two; and Row V, a weight of one. These choices were then coded for each of the four groups in the model (p. 23).

Treatment of Data

Teacher and administrator Q-sorts were punched on IBM cards. Each card included an identifying code number for role and exposure. The analysis of the data proceeded in the following ways to test the four hypotheses (p. 7):

A. The thirty functions underwent thirty two-way analyses of variance. Each analysis was a 2 x 2 factorial with 40 subjects in each cell.

B. Means (Appendix C) and standard deviations (Appendix D) were found for each of the thirty functions in each of the four cells as portrayed in the model on page 23.

C. Intercorrelation over the means found in B (above) for the six possible pairs of interactions were calculated. This was to provide an indication of how much agreement exists between the four groups defined as contact and non-contact teachers and administrators. In addition intercorrelations were completed for total group ($N = 160$).

D. Frequency counts were made for each weighted function appearing in Row I to Row V, indicating the percentage of ratings received by each (see Appendix E).

CHAPTER IV

FINDINGS

Hypothesis I

Teachers and administrators, who have been exposed to an elementary school counselor, will rank functions which fall into the categories counseling, coordinating and consulting.

The ranking of the mean scale value assigned to counselor functions by the four groups is shown in Table I. This table is a rank ordering for all of the means found in Appendix C. Table II shows the correlations between the mean scale values for the four groups. There is a close correlation noted in all six intercorrelations. A comparison of the four groups may be seen for all elementary counselor functions. The mid ten were considered to be functions of medium importance (Pile B - - Appendix B) and were not ranked again by the subjects in the Q-sort.

In Table III only contact teachers' and contact administrators' rankings are shown for the ten most important and the ten least important groupings of counselor functions. The first two functions for these two groups (ADC and TC) are similarly ranked for Function 9, Counseling pupils with learning, physical, social and emotional problems, a counseling role; and Function 1, Acting as a guidance consultant to all staff members on pupils' problems, a consulting role (See Tables I and II). These functions had the highest mean scale value and so were considered to rank highest by ADC and TC. Function 20, Keeping adequate records on all pupils, had a mean scale value

TABLE I

RANKINGS OF MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS BY

THE FOUR GROUPS - - ADMINISTRATOR NON-CONTACT, ADMINISTRATOR

CONTACT, TEACHER NON-CONTACT, TEACHER CONTACT

Number	Functions	Rank Order	(Nos. correspond to Functions on left)			
			ADNC	ADC	TNC	TC
1	Acting as a guidance consultant to all staff members on pupils' problems	1st.	9	9	9	9
2	Acting as liaison person between school and community agencies on pupil problems	2nd.	26	1	26	1
3	Administering tests, inventories, etc.	3rd.	1	13	1	26
4	Assisting in placement of pupils in proper classes (or special classes when needed)	4th.	4	26	13	8
5	Conducting case conferences	5th.	8	5	4	4
6	Conducting group guidance sessions for pupils	6th.	5	4	15	17
7	Conducting in-service training in guidance for staff members	7th.	13	8	8	13
8	Coordinating efforts of all specialists (psychologists, physicians, etc.) working on a case	8th.	17	17	17	5
9	Counseling pupils with learning, physical, social and emotional problems	9th.	25	15	6	6
10	Encouraging and assisting teachers to carry on classroom research	10th.	15	29	29	15

TABLE I (continued)

Number	Functions	Rank Order	(Nos. correspond to Functions on left)		
			ADNC	ADC	TNC TC
11	Fostering good mental hygiene among pupils and staff	11th.	6	3	21 2
12	Gathering information on pupils	12th.	16	6	12 3
13	Holding conferences with parents regarding any pupil problem	13th.	7	12	5 11
14	Interpreting pupil data to authorized community agencies	14th.	21	25	2 12 Of
15	Interpreting pupil data to parents	15th.	3	11	3 21 Med-
16	Interpreting pupil data to pupils	16 th.	2	21	11 16 ium
17	Interpreting pupil data to staff members	17 th.	12	16	20 25 Impor-
18	Interpreting schools' guidance program to the community	18 th.	29	18	7 29 tance
19	Interviewing every pupil in the school	19th.	30	2	25 18
20	Keeping adequate records on all pupils	20th.	11	30	16 7

TABLE I (continued)

Number	Functions	Rank Order	(Nos. correspond to Functions on left)			
			ADNC	ADC	TNC	TC
21	Organizing and heading school guidance committee	21nd.	24	20	24	20
22	Orientation of pupils new to the school	22nd.	22	7	30	30
23	Orientation of pupils to be promoted to next higher segment, e.g., junior high school	23rd.	18	23	23	24
24	Planning school testing program with principal	24th.	23	24	18	10
25	Consulting with the principal on what has been accomplished in guidance	25th	20	22	14	14
26	Selecting pupils who need special help (e.g., high ability pupils, those needing remedial work, emotionally disturbed, etc.).	26th.	14	14	22	23
27	Suggesting areas for curriculum improvement	27th.	10	10	10	22
28	Teaching regular classes (part time)	28th.	27	27	27	27
29	Visiting pupils' homes	29th.	19	19	19	19
30	Writing case histories	30th.	28	28	28	28

Of
Least
Importance

TABLE II
CORRELATION BETWEEN MEANS

	ADNC	ADC	TNC	TC
ADNC	1.0000			
ADC	0.9200	1.0000		
TNC	0.9075	0.9123	1.0000	
TC	0.9189	0.9190	0.9190	1.0000

TABLE III
THE TEN MOST AND LEAST IMPORTANT RANKINGS OF
MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS
BY CONTACT ADMINISTRATORS AND TEACHERS

Order	ADC	TC
1	9	9
2	1	1
3	13	26
4	26	8
5	5	4
6	4	17
7	8	13
8	17	5
9	15	6
10	29	15
21	20	20
22	7	30
23	23	24
24	24	10
25	22	14
26	14	23
27	10	22
28	27	27
29	19	19
30	28	28

that was ranked twenty-first and this was seen to be one of least importance to both groups. Similarly, the last three rankings (28, 29, 30) showed identical choice for both contact educator groups. Function 27, Suggesting areas for curriculum improvement, was also assigned low importance and implies that this trend is not apparent in the sample of educators from this province. Function 19, Interviewing every pupil in school, is of low importance and agrees with most authorities that routine interviewing in the school is no longer an important duty (Hart, 1961). Function 28, Teaching regular classes (part time) is of least importance and indicates a trend away from the traditional counselor role (Faust, 1968) and the secondary school counselor's orientation. The elementary school counselor is not perceived as serving in this capacity according to the low ranking it received.

In examining Table II the highest five rankings, Functions 1, 4 and 26 are consulting roles; Functions 5, 8 and 13 are coordinating roles; whereas Function 9 though occupying first rank position is a counseling role. From these observations the foregoing hypothesis does not appear to be supported by the group of educators who have had contact with an elementary counselor as indicated in this study.

In discussing the significant results of the Q-sort it is helpful to classify the functions into three broad categories. Four practicing elementary school counselors agreed upon the following classification of the functions used in this study:

A. Counseling Functions:

- 6. Conducting group guidance sessions for pupils.
- 9. Counseling pupils with learning, physical, social and emotional problems.
- 15. Interpreting pupil data to parents.
- 16. Interpreting pupil data to pupils.
- 22. Orientation of pupils new to school.
- 23. Orientation of pupils to be promoted to the next higher segment, e.g., junior high school.
- 29. Visiting pupils' homes.

Correlations: N equals 160 * indicates highest correlations

Function 6 with function 9	.027
Function 6 with function 15	.007
Function 6 with function 16	.238 *
Function 6 with function 22	-.127
Function 6 with function 23	-.067
Function 6 with function 29	-.066
Function 9 with function 15	-.067
Function 9 with function 16	-.013
Function 9 with function 22	-.052
Function 9 with function 23	-.184
Function 10 with function 29	-.120
Function 15 with function 16	.242 *
Function 15 with function 22	-.004
Function 15 with function 23	-.106
Function 15 with function 29	.215 *
Function 16 with function 22	.005
Function 16 with function 23	-.100
Function 16 with function 29	-.027
Function 22 with function 23	-.234 *
Function 22 with function 29	-.020
Function 23 with function 29	.050

B. Coordinating Functions:

- 2. Acting as liaison person between the school and the home.
- 5. Conducting case conferences.
- 8. Coordinating efforts of all specialists (psychologists, physicians, etc.) working on a case.

13. Holding conferences with parents regarding any pupil problems.
14. Interpreting pupil data to authorized community agencies.
18. Interpreting school's guidance program to the community.
21. Organizing and heading school guidance committee.

Correlations: N equals 160 * indicates highest correlations

Function 2 with 5	.010	Function 8 with 13	-.108
Function 2 with 8	-.165	Function 8 with 14	-.051
Function 2 with 13	.039	Function 8 with 18	-.054
Function 2 with 14	.333 *	Function 8 with 21	-.062
Function 2 with 18	.302 *	Function 13 with 14	-.168
Function 2 with 21	.218 *	Function 13 with 18	-.071
Function 5 with 8	.212 *	Function 13 with 21	-.105
Function 5 with 13	-.040	Function 14 with 18	.324 *
Function 5 with 14	.017	Function 14 with 21	.138
Function 5 with 18	-.093	Function 18 with 21	.238 *
Function 5 with 21	-.042		

C. Consulting Functions:

1. Acting as a guidance consultant to all staff members on pupils' problems.
4. Assisting in placement of pupils in proper classes (or special classes when needed).
7. Conducting in-service training in guidance for staff members.
11. Fostering good mental hygiene among pupils and staff.
17. Interpreting pupil data to staff members.
24. Planning school testing program with the principal.
25. Consulting with the principal on what has been accomplished in guidance.
26. Selecting pupils who need special help (e.g., high ability pupils, those needing remedial work, emotionally disturbed, etc.).
27. Suggesting areas for curriculum improvement.

Correlation: N equals 160 * indicates highest correlations

Function 1 with function 4	-.077
Function 1 with function 7	.227 *
Function 1 with function 11	.049
Function 1 with function 17	.097
Function 1 with function 24	.058
Function 1 with function 25	-.130
Function 1 with function 26	-.046
Function 1 with function 27	.000
Function 4 with function 7	-.047
Function 4 with function 11	-.012
Function 4 with function 17	.085
Function 4 with function 24	.063
Function 4 with function 25	-.151
Function 4 with function 26	.122
Function 4 with function 27	.012
Function 7 with function 11	.203 *
Function 7 with function 17	.000
Function 7 with function 24	-.087
Function 7 with function 25	-.071
Function 7 with function 26	-.094
Function 7 with function 27	-.008
Function 11 with function 17	.088
Function 11 with function 24	-.059
Function 11 with function 25	-.100
Function 11 with function 26	-.110
Function 11 with function 27	-.038
Function 17 with function 24	-.084
Function 17 with function 25	-.034
Function 17 with function 26	-.155
Function 17 with function 27	-.182
Function 24 with function 25	.059
Function 24 with function 26	.012
Function 24 with function 27	.202 *
Function 25 with function 26	-.031
Function 25 with function 27	-.074
Function 26 with function 27	.255 *

D. Other Functions: (not consistently classified)

3. Administering tests, inventories, etc.
10. Encouraging and assisting teachers to carry on classroom research.
12. Gathering information on pupils.
19. Interviewing every pupil in school.
20. Keeping adequate records on all pupils.
28. Teaching regular classes (part time)
30. Writing case histories.

Although none of the above correlations is very high for all subjects it may be noted that six coordinating functions appear to have a correlation above .2. The counseling functions had four correlations above .2 and consulting had three. The highest correlation for the total group (.333) is with function 2, Acting as liaison person between the school and the home; and function 14, Interpreting pupil data to authorized community agencies. Function 18, Interpreting the school's guidance program to the community, and function 14, correlate more highly with reference to the balance of the correlations (.324).

Of the counseling functions, 15 with 16, Interpreting pupil data to pupils and to parents was highest (.242). The consulting role saw functions 1 and 7 (.227) as correlating the highest.

Hypothesis I is not supported by a clustering of functions relevant to consulting, coordinating and counseling by teachers and administrators who have had contact with the elementary school counselor.

Hypothesis II

Contact teachers and non-contact teachers will rank counselor functions differently.

In examining Table IV it can be seen that there is similarity between the ranking of mean scale values of counselor functions for teachers who have had contact with elementary school counselors and those who have not (TC and TNC) in the following functions: Function 9 ranks first; functions 26 and 1 rank second and third; function 4

TABLE IV

THE TEN MOST AND LEAST IMPORTANT RANKINGS OF
MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS
BY CONTACT AND NON-CONTACT TEACHERS

Rank Order	TC	TNC
1	9	9
2	1	26
3	26	1
4	8	13
5	4	4
6	17	15
7	13	8
8	5	17
9	6	6
10	15	29
	7	21
21	20	24
22	30	30
23	24	23
24	10	18
25	14	14
26	23	22
27	22	10
28	27	27
29	19	19
30	28	28

ranks fifth; function 6 ranks ninth; function 30 ranks twenty-first; function 14 ranks twenty-fifth; functions 27, 19, and 28 rank twenty-eighth, twenty-ninth and thirtieth. All other functions have different ranks with respect to their mean scale values in comparing TC and TNC. There is absolute agreement between these two groups in 33.3% of the rankings. It is also noteworthy that none of the functions ranked in the first ten by one group are in the bottom ten of the other group.

Table II shows the correlation between the mean scale values for these two groups is .92.

Hypothesis II is not supported by the data in this study.

Hypothesis III

Contact administrators and non-contact administrators will rank counselor functions differently.

In examining Table V it may be seen that there is a similarity between the rankings of administrators in both groups. Table IV shows that the correlation between the mean scale values is .92. The rankings of the mean scale values which are identical are functions 9, 17, 14, 10, 27, 19 and 28, as seen in Table V. The last five functions are shown to be of least importance. Thus, there appears to be little support for Hypothesis III.

Hypothesis IV

Contact teachers and contact administrators are more alike in their ranking of counselor functions than are non-contact teachers and administrators.

TABLE V

THE TEN MOST AND LEAST IMPORTANT RANKINGS OF
MEAN SCALE VALUES ASSIGNED TO COUNSELOR FUNCTIONS
BY CONTACT AND NON-CONTACT ADMINISTRATORS

Rank Order	ADC	ADNC
1	9	9
2	1	26
3	13	1
4	26	4
5	5	8
6	4	5
7	8	13
8	17	17
9	15	25
10	29	15
21	20	24
22	7	22
23	23	18
24	24	23
25	22	20
26	14	14
27	10	10
28	27	27
29	19	19
30	28	28

In re-examining Table I (TC and ADC) it is noted that the experienced group are identical in the ranking of mean scale values for seven functions or 23.3% of the total number whereas the group who had not been exposed to the elementary school counselor are identical in a total of ten functions or 33.3%. Table II shows that the correlation between the mean scale values for TNC and ADNC is .907 and between the mean scale values for TC and ADC is .919. This difference is in the hypothesized direction but not of sufficient magnitude to be of interest to this study.

Tables and Discussion

Limitations in the instrument make it difficult to generalize that the developmentalist role has influenced educators' perceptions as to counselor function.

As Table II reveals there is a close correlation between the mean scale values for the four groups examined in the study. This would seem to indicate general agreement on kinds of functions the elementary counselor should perform. This appears not to be influenced by either exposure to the counselor or role within the school. It might be assumed that the teachers and administrators used in this study held similar views on what the functions of the elementary school counselor should be. Their opinions show very little variation with differences in role and exposure.

In the rankings of mean scale values in Table 1, function 9, Counseling pupils with learning, physical, social and emotional problems; Function 26, Selecting pupils who need special help, etc.; and function 1, Acting as guidance consultant to all staff members on

pupils' problems, are seen to be most important functions of the elementary school counselor. These functions are similar to the developmentalist elementary school counselor who is concerned with counseling, consulting and coordinating roles.

Looking at the lowest ranking mean scale values in Table I we see that function 28, Teaching regular classes part time; function 19, Interviewing every pupil in the school; and function 27, Suggesting areas for curriculum development, are the three least important functions. Function 27 is the only one that does not agree with Faust (1968) as important in the developmentalist concept of the elementary school counselor.

Table VI presents a summary of the analyses of variance of the mean scale values of educators' ranking of counselor functions. There are only eight probabilities which are significant at the .05 level. Because of the large number of tests carried out (90 in all), and because of the lack of independence among the tests, it is possible that these eight significant results may be chance occurrences (ten percent of ninety).

However, functions 1, 25 and 26 are consulting functions; 5 and 13 are seen to be coordinating functions; and functions 15 and 29 are classified as counseling functions of the elementary counselor (see pp. 32-34 and discussion).

The following functions are probabilities significant at the .05 level as indicated by asterisks in Table VI.

TABLE VI

SUMMARY OF ANALYSES OF VARIANCE

SUMS OF SQUARES					PROBABILITY			
FUNCTION	ROLE	EXPOSURE	INTERACTION OF ROLE & EXPOSURE	WITHIN	DEGREES OF FREEDOM	INTERACTION		
						ROLE	EXPOSURE	
1	5.258	2.758	0.003	146.975	1	*0.019	0.089	0.955
2	2.500	0.224	0.899	105.750	1	0.057	0.566	0.251
3	0.505	3.306	0.156	152.725	1	0.473	0.068	0.690
4	0.400	0.025	0.025	143.150	1	0.510	0.869	0.869
5	4.556	5.256	1.055	134.375	1	*0.023	*0.015	0.270
6	0.006	7.756	0.056	138.925	1	0.934	0.358	0.802
7	0.056	1.406	0.305	142.425	1	0.805	0.216	0.564
8	0.399	0.025	1.224	130.750	1	0.491	0.863	0.229
9	0.400	0.100	0.024	99.450	1	0.429	0.692	0.845
10	2.255	0.006	1.406	130.324	1	0.102	0.932	0.196
11	0.306	1.055	0.006	129.375	1	0.544	0.261	0.932
12	0.000	0.899	1.599	135.500	1	0.544	0.310	0.177
13	0.506	0.006	5.255	108.725	1	0.395	0.922	*0.007
14	0.156	0.056	0.056	112.974	1	0.643	0.781	0.781

* Significant at .05 level

TABLE VI (continued)

FUNCTION	SUMS OF SQUARES			PROBABILITY			INTERACTION OF ROLE & EXPOSURE	
	ROLE	EXPOSURE	INTERACTION OF ROLE & EXPOSURE	DEGREES OF FREEDOM	WITHIN	PROBABILITY		
						ROLE		EXPOSURE
15	0.899	0.025	3.024	82.450	1	0.194	0.828	*0.018
16	0.399	0.025	0.625	174.450	1	0.551	0.881	0.456
17	0.625	0.625	0.225	120.500	1	0.370	0.370	0.590
18	0.056	0.505	0.006	121.775	1	0.789	0.422	0.926
19	0.006	0.506	1.806	144.124	1	0.935	0.460	0.164
20	1.600	0.224	1.224	148.050	1	0.196	0.627	0.258
21	0.224	0.635	0.024	120.500	1	0.591	0.370	0.859
22	2.500	1.224	0.100	117.550	1	0.070	0.204	0.716
23	0.099	0.224	1.600	96.850	1	0.690	0.548	0.110
24	0.025	0.225	0.099	127.250	1	0.861	0.600	0.728
25	5.625	0.399	0.624	101.350	1	*0.004	0.434	0.328
26	1.226	3.601	0.397	140.550	1	0.245	*0.047	0.507
27	0.756	0.506	0.006	133.724	1	0.349	0.443	0.931
28	0.899	0.899	0.400	129.300	1	0.299	0.299	0.488
29	0.756	0.506	5.255	116.475	1	0.316	0.411	*0.009
30	0.056	0.056	0.006	121.325	1	0.789	0.789	0.926
* Significant at .05 level								

* Significant at .05 level

- Function 1, Role, Probability .019 (consulting). Teachers have higher means than administrators.
- Function 5, Role, Probability .023 (coordinating). Administrators have higher means than teachers.
- Function 25, Role, Probability .004 (consulting). Administrators have higher means than teachers.
- Function 5, Experience, Probability .015 (coordinating). Contact mean is higher than non-contact.
- Function 26, Experience, Probability .047 (consulting). Non-contact role higher than contact.
- Function 15, Interaction of Role and Exposure (TNC higher than ADNC), Probability .018 (counseling).
- Function 13, Interaction of Role and Exposure, Probability .007 (coordinating role), TNC higher than ADNC.
- Function 29, Role and Exposure Interaction, Probability .009 (coordinating), Non-contact rates it higher than contact group.

Table VIII compares the five most important duties for the elementary counselor to perform as rated by the present study; those in Hart (1961); and by four practicing elementary counselors in the Edmonton Public School system. It appears that the seven groups of educators are in general agreement on what the most important functions of the counselor should be. These functions all appear in the present study as the ten most important functions in Table I and may be classified as counseling, coordinating and consulting.

It should also be noted that of the functions showing a significant probability (Tables VI and VII) functions 1, 15, and 26 are listed among the five most important functions by all but those in the Hart study (1961). Functions 25 and 29 are not mentioned by

TABLE VII

THIRTY FUNCTIONS GROUPED AND PROBABILITY TABLE FOR EACH FUNCTION
(FROM TABLE VI, SUMMARY OF ANALYSES OF VARIANCE)

FUNCTIONS	PROBABILITY		
	ROLE	EXPOSURE	INTERACTION
A. <u>Counseling Functions:</u>			
6. Conducting group guidance sessions for pupils	0.934	0.358	0.802
9. Counseling pupils with learning, physical, social and emotional problems	0.429	0.692	0.845
15. Interpreting pupil data to parents	0.194	0.828	*0.018
16. Interpreting pupil data to pupils	0.551	0.881	0.456
22. Orientation of pupils new to school	0.070	0.204	0.716
23. Orientation of pupils to be promoted to the next higher segment, e.g. junior high school	0.690	0.548	0.110
29. Visiting pupils' homes	0.316	0.411	*0.009
B. <u>Coordinating Functions</u>			
2. Acting as liaison person between the school and the home	0.057	0.566	0.251
5. Conducting case conferences	*0.023	*0.015	0.270
8. Coordinating efforts of all specialists (psychologists, physicians, etc.) working on a case	0.491	0.853	0.229
13. Holding conferences with parents regarding any pupil problems	0.395	0.922	*0.007

* Significant at .05 level

TABLE VII (Continued)

FUNCTIONS		PROBABILITY		
		ROLE	EXPOSURE	INTERACTION
B. <u>Coordinating Functions:</u> (continued)				
14.	Interpreting pupil data to authorized community agencies	0.643	0.781	0.781
18.	Interpreting school's guidance program to the community	0.789	0.422	0.926
21.	Organizing and heading school guidance committee	0.591	0.370	0.859
C. <u>Consulting Functions:</u>				
1.	Acting as guidance consultant to all staff members on pupils' problems	*0.019	0.089	0.955
4.	Assisting in placement of pupils in proper classes (or special classes when needed)	0.510	0.869	0.869
7.	Conducting in-service training in guidance for staff members	0.805	0.216	0.564
11.	Fostering good mental hygiene among pupils and staff	0.544	0.261	0.932
17.	Interpreting pupil data to staff members	0.370	0.370	0.590
24.	Planning school testing program with the principal	0.861	0.600	0.728
25.	Consulting with the principal on what has been accomplished in guidance	*0.004	0.434	0.328
26.	Selecting pupils who need special help (e.g., high ability pupils, those needing remedial work, emotionally disturbed, etc.)	0.245	*0.047	0.507
27.	Suggesting areas for curriculum improvement	0.349	0.443	0.931

* Significant at .05 level

TABLE VII (Continued)

FUNCTIONS	PROBABILITY		
	ROLE	EXPOSURE	INTERACTION
D. <u>Other Functions</u> (not consistently classified):			
3. Administering tests, inventories, etc.	0.473	0.068	0.690
10. Encouraging and assisting teachers to carry on research	0.102	0.932	0.196
12. Gathering information on pupils	0.544	0.310	0.177
19. Interviewing every pupil in school	0.935	0.460	0.164
20. Keeping adequate records on all pupils	0.196	0.627	0.258
28. Teaching regular classes (part time)	0.299	0.299	0.488
30. Writing case histories	0.789	0.789	0.926

TABLE VIII

THE FIVE MOST IMPORTANT DUTIES FOR THE ELEMENTARY
COUNSELOR TO PERFORM AS RATED BY SEVEN GROUPS
(REFER TO TABLE 1 AND APPENDIX A)

Rank	Teachers		Adminis- trators		Teachers (Hart,1961)	Authorities (Hart,1961)	Elementary Counselors
	C	Non-C	C	Non-C			
1	9	9	9	9	9	17	9
2	1	26	1	26	15	13	1
3	26	1	13	1	13	9	4
4	8	13	26	4	17*	15	17
5	4	4	5	8	4*	14	26

* Indicates ranking similar for both functions

any group as being within the five most important functions. Function 5 is mentioned only by ADC. Function 13 is among the top five functions as seen by TNC, ADC, and both groups in the Hart study. This, then, would give further evidence that the significant probabilities may be only chance occurrences (ten percent of ninety) as previously stated.

In examining Table IX, the five most important (10%) elementary counselor functions (by frequency) can be seen to be those categorized as counseling, coordinating and consulting.

In conclusion it seems that there is almost complete agreement as to the three most important counselor functions perceived by the four groups in this study (Table I). They indicated that the elementary

TABLE IX

TOTAL FREQUENCIES FOR HIGHEST TEN PERCENT OF COUNSELOR FUNCTIONS

Function	ADNC	ADC	TNC	TC	Total	Rank Order
<u>Counseling</u>						
9 - Counseling pupils with learning, physical, social and emotional problems	27	31	30	31	119	1
<u>Coordinating</u>						
8 - Coordinating efforts of all specialists (psychologists, physicians, etc.) working on a case	7	5	7	10	29	5
13 - Holding conferences with parents regarding any pupil problem	6	7	11	3	27	6
<u>Consulting</u>						
1 - Acting as a guidance consultant to all staff members on pupils' problems	11	14	15	17	57	2
4 - Assisting in placement of pupils in proper classes (or special classes when needed)	7	7	7	10	31	4
26 - Selecting pupils who need special help (e.g., high ability pupils, those needing remedial work, emotionally disturbed, etc.)	16	12	21	14	53	3

counselor should first be a counselor of pupils with learning, physical, social and emotional problems (function 9). Second, the elementary counselor should select pupils who need special help (function 26) and third, act as guidance consultant to all staff members on pupils' problems (function 1). In the present study, only the contact administrator ranked function 13, parent conferences, higher than function 26 and these two functions are somewhat related.

In Table I it is seen that the four groups ranked curriculum improvement, interviewing all pupils and teaching classes part time as the three of least importance in the thirty functions.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This thesis examines educators' rankings of the importance of elementary counselor functions and shows whether these rankings differ according to role and exposure. A Q-sort technique was used to investigate educators' perceptions of thirty chosen functions which elementary school counselors might perform. The data from the four groups (teachers and administrators, contact and non-contact) determined means, standard deviations, analyses of variance, intercorrelations and frequency for and between the thirty counselor functions. This resulted in a ranking of mean scale values for the groups and an examination for clustering of functions as to counseling, coordinating and consulting roles.

The sample was not random but comprised one hundred sixty Alberta educators: forty teachers who had prior exposure to the elementary counselor during the past year and forty teachers who had not; forty administrators who had prior exposure and forty who had not. Each subject completed a Q-sort of counselor functions, the majority of whom were attending the University of Alberta summer session.

It was hypothesized that elementary school counselor trends would show a clustering of functions relevant to consulting, coordinating and counseling by contact teachers and administrators. Similarly, rankings of elementary counselor functions as perceived by teachers and administrators were hypothesized to be different but the exposure variable would tend to indicate a similarity of opinion regardless of role.

It appears that there is not a clear differentiation for developmental counseling in Alberta schools by educators as seen in the sample. Little difference is seen, however, in whether these educators have had contact with an elementary school counselor or not. Each group seems similarly oriented toward a counseling, coordinating, consulting developmentalist approach when it comes to viewing these functions. The four groups are in complete agreement that function 1, Acting as guidance consultant to all staff members on pupils' problems; function 9, Counseling pupils with learning, physical, social and emotional problems; and function 26, Selecting pupils who need special help, etc., are within the most important ten percent of functions as indicated by this study. There is little difference between teachers' and administrators' perceptions of importance of counselor functions as reflected by the Q-sort technique.

IMPLICATIONS

1. The emphasis on a further examination of counselor functions could include the other variables of setting; size of school; and type of classroom. The variable, setting, was not examined in the present study and it is the writer's opinion that this factor might influence the most important and least important perceptions of counselor function. In large urban centres with larger pupil personnel services support staff, it seems that the counselor would be perceived to have different functions than he would if this assistance were not readily available to the teacher, as in the more rural areas.

2. This research might be carried out again in one of the larger urban centres where authorities' rankings (as in Hart, 1961) might be compared with teachers' rankings in schools where the services of an elementary counselor had been established for several years. This exposure factor might then be more identifiable in the educators who have worked with elementary counselors.

3. Perhaps many of those functions chosen for the study from Hart (1961) were both ambiguous and confusing to the subjects. A further study might now be carried out using functions which are seen to be of more direct importance by Alberta educators.

4. The criteria for establishing the contact and non-contact groups may have been limited. Consequently, it is possible that the two groups were not from different populations. The study may be replicated using more detailed criteria for the dimensions of contact and non-contact.

The fact that there was little difference shown in the present study by the four groups does not necessarily indicate that similar studies should be ignored. As now viewed, there are many improvements which might be made in both the procedure and the instrument. The similarity of ranking the functions may indicate that educators' perceptions of counselor importance is a product of both intuition and education. It seems likely that the institution, its setting and role, ought to have some impact upon teachers' and administrators' perceptions of elementary counselor functions.

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A P P E N D I C E S

APPENDIX A

COUNSELOR FUNCTIONS

(As Typed on Q-Sort Cards)

1. Acting as a guidance consultant to all staff members on pupils' problems.
2. Acting as liaison person between school and community agencies on pupil problems.
3. Administering tests, inventories, etc.
4. Assisting in placement of pupils in proper classes (or special classes when needed).
5. Conducting case conferences.
6. Conducting group guidance sessions for pupils.
7. Conducting in-service training in guidance for staff members.
8. Coordinating efforts of all specialists (psychologists, physicians, etc.) working on a case.
9. Counseling pupils with learning, physical, social and emotional problems.
10. Encouraging and assisting teachers to carry on classroom research.
11. Fostering good mental hygiene among pupils and staff.
12. Gathering information on pupils.
13. Holding conferences with parents regarding any pupil problem.
14. Interpreting pupil data to authorized community agencies.
15. Interpreting pupil data to parents.
16. Interpreting pupil data to pupils.
17. Interpreting pupil data to staff members.
18. Interpreting schools' guidance program to the community.
19. Interviewing every pupil in the school.
20. Keeping adequate records on all pupils.
21. Organizing and heading school guidance committee.
22. Orientation of pupils new to the school.
23. Orientation of pupils to be promoted to next higher segment, e.g. junior high school.
24. Planning school testing program with principal.
25. Consulting with the principal on what has been accomplished in guidance.
26. Selecting pupils who need special help (e.g., high ability pupils, those needing remedial work, emotionally disturbed, etc.).
27. Suggesting areas for curriculum improvement.
28. Teaching regular classes (part time).
29. Visiting pupils' homes.
30. Writing case histories.

APPENDIX C

MEANS

FUNCTION	ADNC	ADC	TNC	TC
1	3.700	3.950	4.049	4.325
2	2.849	2.775	2.950	3.174
3	2.924	3.275	2.875	3.099
4	3.674	3.625	3.750	3.750
5	3.500	3.700	3.000	3.525
6	3.125	3.224	3.099	3.275
7	2.950	2.674	2.825	2.724
8	3.625	3.474	3.549	3.750
9	4.575	4.549	4.700	4.625
10	2.275	2.099	2.325	2.525
11	2.750	2.924	2.849	3.000
12	2.825	3.174	3.025	2.974
13	3.500	3.875	3.974	3.625
14	2.400	2.400	2.424	2.500
15	3.150	3.400	3.575	3.275
16	3.000	2.849	2.775	2.875
17	3.400	3.450	3.450	3.650
18	2.674	2.799	2.650	2.750
19	1.775	1.875	2.000	1.674
20	2.450	2.700	2.825	2.724
21	2.950	2.849	3.049	2.900
22	2.674	2.450	2.375	2.250
23	2.549	2.674	2.700	2.424
24	2.750	2.625	2.724	2.700
25	3.299	3.075	2.799	2.825
26	4.049	3.841	4.325	3.924
27	1.974	1.875	2.125	2.000
28	1.674	1.424	1.724	1.674
29	2.825	3.299	3.045	2.799
30	2.775	2.724	2.724	2.700

APPENDIX D

STANDARD DEVIATIONS

FUNCTION	ADNC	ADC	TNC	TC
1	1.159	1.084	0.904	0.655
2	0.863	0.767	0.714	0.930
3	0.971	1.307	0.852	1.081
4	1.071	0.925	0.839	0.980
5	0.905	0.882	0.960	0.960
6	1.017	1.025	0.841	0.876
7	0.959	0.916	0.930	1.012
8	0.896	0.846	0.959	0.954
9	0.712	1.011	0.607	0.806
10	0.986	0.900	0.916	0.846
11	0.898	0.888	0.892	0.960
12	1.106	0.780	0.891	0.919
13	0.960	0.757	0.831	0.774
14	0.777	0.871	0.957	0.784
15	0.863	0.671	0.780	0.554
16	1.219	1.166	0.999	0.790
17	1.127	0.814	0.814	0.699
18	0.888	0.790	0.921	0.926
19	0.919	0.911	0.987	1.022
20	1.153	0.939	1.009	0.750
21	0.904	0.921	0.932	0.744
22	0.971	0.814	0.952	0.707
23	0.749	0.828	0.882	0.675
24	1.006	0.896	0.876	0.822
25	0.853	0.858	0.790	0.712
26	0.932	1.001	0.828	1.022
27	0.973	0.852	0.911	0.960
28	0.916	0.712	0.986	0.997
29	0.873	0.822	0.814	0.939
30	0.946	0.960	0.784	0.822

APPENDIX E

FREQUENCY TABLES

Counts of thirty counselor functions in five weighted categories by forty subjects

Function	ADNC					ADC					TNC					TC					MOST IMPORTANT TEN PERCENT					TOTAL FOR ALL GROUPS								
	Most ---- least important 10% 20% 40% 20% 10%					Most --least important 10% -----10%					Most ---- least important 10%-----10%					Most ---- least important 10% 4 3 2 1					C NC Exp 10% 10% 10%					T Ad. Role 10% 10%					Most-----least important 10% 10% 10%			
1	11	13	12	3	1	14	15	9	2	0	15	14	9	2	0	17	19	4	0	0	31	26	32	25	57	1								
2	0	8	22	6	4	0	5	24	11	0	1	5	26	7	1	4	7	23	4	2	4	1	5	0	5	7								
3	2	9	15	12	2	4	14	13	7	2	0	8	23	5	4	4	9	18	5	4	8	2	4	6	10	12								
4	7	20	10	2	1	7	15	15	2	1	7	19	11	3	0	10	14	13	2	1	17	14	17	14	31	3								
5	5	14	16	4	1	9	12	17	2	0	1	12	16	8	3	4	20	11	3	2	13	6	5	14	19	6								
6	4	10	14	11	1	6	6	21	5	2	4	4	24	8	0	4	9	22	4	1	10	8	8	10	18	4								
7	2	8	19	8	3	2	4	15	17	2	1	7	20	8	4	3	4	15	15	3	5	3	4	4	8	12								
8	7	15	14	4	0	5	13	18	4	0	7	14	13	6	0	10	14	12	4	0	15	14	17	12	29	0								
9	27	10	2	1	0	31	3	6	0	0	30	7	3	0	0	31	5	2	2	0	62	57	61	58	119	0								
10	2	1	11	18	8	1	1	9	19	10	0	4	12	16	8	0	4	18	13	5	1	2	0	3	31	31								
11	0	7	21	7	5	3	2	27	5	3	2	5	20	11	2	3	7	19	9	2	6	2	5	3	8	12								
12	4	4	18	9	5	3	7	24	6	0	3	7	18	12	0	3	5	22	8	2	6	7	6	7	13	7								

APPENDIX E (continued)

Function	ADNC			ADC			TNC			TC			MOST IMPORTANT TEN PERCENT					TOTAL FOR ALL GROUPS		
	Most 10%	---- 20%	least 40%	important 10%	Most 10%	---- 40%	least 40%	important 20%	Most 10%	---- 40%	least 40%	important 20%	C	NC	T	Ad. Role	Most 10%	---- least 10%	important 10%	
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	5	5	5	
13	6	14	15	4	1	7	23	8	2	0	11	19	8	2	0	10	17	14	13	
14	0	2	17	16	5	0	3	17	13	7	0	4	17	10	9	1	0	1	0	
15	1	13	19	5	2	1	17	19	3	0	4	18	15	3	0	1	5	4	2	
16	5	10	9	12	4	2	10	16	4	8	1	9	14	12	4	2	6	1	7	
17	7	13	11	7	2	3	16	18	2	1	2	18	18	0	2	5	9	4	10	
18	1	3	23	8	5	0	7	20	10	3	1	4	20	10	5	1	2	2	1	
19	0	2	7	11	20	0	1	11	10	18	1	2	7	16	14	1	1	2	0	
20	2	6	9	14	9	1	7	14	15	3	2	8	14	13	3	1	4	2	3	
21	2	6	23	6	3	3	3	21	11	2	3	7	21	7	2	3	5	3	5	
22	1	6	17	10	6	1	1	16	18	4	0	4	16	11	9	1	1	0	2	
23	0	3	19	15	3	0	6	17	14	3	0	7	18	11	4	0	0	0	0	
24	2	4	22	6	6	0	6	18	11	5	1	6	16	15	2	1	3	2	2	
25	3	12	20	4	1	2	7	26	5	0	0	5	24	8	3	2	3	0	5	
26	16	12	10	2	0	12	14	11	2	1	21	12	6	1	0	26	37	35	28	
															</					

APPENDIX E (continued)

	ADNC				ADC				TNC				TC				MOST IMPORTANT TEN PERCENT				TOTAL FOR ALL GROUPS			
	Most ---- least important				Most----least important				Most ---- least important				Most ---- least important				C NC Exp T Ad. Role				Most----least important			
	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1	10% 20% 40% 10%	5 4 3 2 1
Function	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
27	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16	1 0 12 11 16
28	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22	1 0 6 11 22
29	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4	0 8 21 7 4
30	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5	1 6 21 7 5

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